



CANADIANA

FEB 19 1992

# GRADE 12 DIPLOMA EXAMINATION

## English 33

### Part A: Written Response

### January 1992

**Alberta**  
EDUCATION

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**GRADE 12 DIPLOMA EXAMINATION  
ENGLISH 33**

**Part A: Written Response**

**DESCRIPTION**

Part A: Written Response contributes 50% of the total English 33 Diploma Examination mark and consists of **THREE** sections:

	Page Number
Section I: Personal Response to Literature Suggested time: 75 minutes Value: 50% of this examination	2
Section II: Functional Writing Suggested time: 45 minutes Value: 30% of this examination	13
Section III: Response to Visual Communication Suggested time: 30 minutes Value: 20% of this examination	22

Total time allotted: 2½ hours

**INSTRUCTIONS**

- Read the **WHOLE** examination before you begin to write.
- Follow instructions carefully.
- Complete **ALL** sections.
- Space is provided in this booklet for planning and drafting and for your revised work. Please write your revised work in blue or black ink.
- You may use a nonelectronic English language dictionary and a thesaurus, but you may not use any other reference materials.
- Budget your time carefully; the suggested time for each section is a guideline for you.
- Do not write your name anywhere in this booklet.

**JANUARY 1992**

## SECTION I: PERSONAL RESPONSE TO LITERATURE

(Suggested time: 75 minutes)

Read the excerpt from the novel *The Little Prince* and complete the assignment that follows.

### from THE LITTLE PRINCE

*The Little Prince is a fairy tale written for adults by the French airman Antoine de Saint-Exupéry. It tells the story of a small boy who visits another planet in search of the meaning of life.*

It was then that the fox appeared.

“Good morning,” said the fox.

“Good morning,” the little prince responded politely, although when he turned around he saw nothing.

“I am right here,” the voice said, “under the apple tree.”

“Who are you?” asked the little prince, and added, “You are very pretty to look at.”

“I am a fox,” the fox said.

“Come and play with me,” proposed the little prince. “I am so unhappy.”

“I cannot play with you,” the fox said. “I am not tamed.”

“Ah! Please excuse me,” said the little prince.

But after some thought, he added:

“What does that mean — ‘tame’?”

“You do not live here,” said the fox. “What is it that you are looking for?”

“I am looking for men,” said the little prince. “What does that mean — ‘tame’?”

“Men,” said the fox. “They have guns, and they hunt. It is very disturbing. They also raise chickens. These are their only interests. Are you looking for chickens?”

“No,” said the little prince. “I am looking for friends. What does that mean — ‘tame’?”

“It is an act too often neglected,” said the fox. “It means to establish ties.”

“To establish ties?”

“Just that,” said the fox. “To me, you are still nothing more than a little boy who is just like a hundred thousand other little boys. And I have no need of you. And you, on your part, have no need of me. To you, I am nothing more than a fox like a hundred thousand other foxes. But if you tame me, then we shall need each other. To me, you will be unique in all the world. To you, I shall be unique in all the world . . . My life is very monotonous,” he said. “I hunt chickens; men hunt me. All the chickens are just alike, and all the men are just alike. And, in consequence, I am a little bored. But if you tame me, it will be as if the sun came to shine on my life. I shall know the sound of a step that will be different from all others. Other steps send me hurrying back underneath the ground. Yours will call me, like music, out of my burrow. And then look: you see the grain-fields down yonder? I do not eat bread. Wheat is of no use to me. The wheat

*Continued*

fields have nothing to say to me. And that is sad. But you have hair that is the color of gold. Think how wonderful that will be when you have tamed me! The grain, which is also golden, will bring me back the thought of you. And I shall love to listen to the wind in the wheat . . .”

The fox gazed at the little prince, for a long time.

“Please — tame me!” he said.

*Antoine de Saint-Exupéry*  
French airman and author (1900-44)

## THE ASSIGNMENT

The excerpt from *The Little Prince* suggests that we have a natural need to give meaning to our lives by establishing ties with others.

**What is your opinion of the idea that life is made meaningful by establishing ties with others?**

In your writing, you should

- consider the conversation between the fox and the little prince
- use your own experiences and observations to support your opinion

You may also refer to other literature you have studied.

Present your ideas in PROSE.

Pages are provided for planning and drafting and for your revised work.



## **Section I: Personal Response to Literature**

### **PLANNING AND DRAFTING**

There is additional space for Planning and Drafting on pages 6, 8, and 10.

## Section I: Personal Response to Literature

## REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for Revised Work on pages 7, 9, and 11.

## **Section I: Personal Response to Literature**

### **PLANNING AND DRAFTING**

There is additional space for Planning and Drafting on pages 8 and 10.



## Section I: Personal Response to Literature

## REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for Revised Work on pages 9 and 11.

**Section I: Personal Response to Literature**

**PLANNING AND DRAFTING**

There is additional space for Planning and Drafting on page 10.

## Section I: Personal Response to Literature

## REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for Revised Work on page 11.



**Section I: Personal Response to Literature**

**PLANNING AND DRAFTING**

## Section I: Personal Response to Literature

## REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**GO ON TO SECTION II**



## **SECTION II: FUNCTIONAL WRITING**

**(Suggested time: 45 minutes)**

Read the situation described below and complete the assignment that follows.

### **THE SITUATION**

On May 22, 1992, Nalwen Composite High School will be celebrating the 10th anniversary of its opening. As secretary of the Students' Union, you have been asked to write a letter to former students inviting them to the anniversary celebration.

### **THE ASSIGNMENT**

**Write a letter inviting former Nalwen Composite High School students to the school's 10th anniversary celebration and provide details of the planned activities.**

In your letter, BE SURE to

- state your purpose
- describe the day's and/or evening's activities
- provide information about costs
- use an appropriate tone

PLEASE NOTE: Letter format has been provided beginning on page 15.  
Sign your letter PAT JONES, Secretary of the Students' Union,  
Nalwen Composite High School.

*Continued*

## **Section II: Functional Writing**

### **PLANNING AND DRAFTING**

There is additional space for Planning and Drafting on pages 16 and 18.

## Section II: Functional Writing

## REVISED WORK

609 Nalcreek Drive  
Nalwen, Alberta  
T9R 3P3

January 15, 1992

Dear Former Student of Nalwen Composite High School:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for Revised Work on pages 17 and 19.



## **Section II: Functional Writing**

### **PLANNING AND DRAFTING**

There is additional space for Planning and Drafting on page 18.

## Section II: Functional Writing

## REVISED WORK

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There is additional space for Revised Work on page 19.

## **Section II: Functional Writing**

### **PLANNING AND DRAFTING**



## Section II: Functional Writing

## REVISED WORK

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**GO ON TO SECTION III**

### SECTION III: RESPONSE TO VISUAL COMMUNICATION



Canadian National Exhibition, Toronto, 1988

*Continued*

**SECTION III: RESPONSE TO VISUAL COMMUNICATION**  
(Suggested time: 30 minutes)

Examine the photograph on page 22 and complete the assignment below. Your response MUST be in the form of a unified and coherent composition.

**THE ASSIGNMENT**

**What idea(s) does the photographer communicate with this photograph?  
Explain how the details in the photograph and the photographer's choices reinforce the idea(s).**

**PLANNING AND DRAFTING**

There is additional space for Planning and Drafting on pages 24 and 26.



### **Section III: Response to Visual Communication**

#### **PLANNING AND DRAFTING**

There is additional space for Planning and Drafting on page 26.

### Section III: Response to Visual Communication

## REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for Revised Work on page 27.

### **Section III: Response to Visual Communication**

#### **PLANNING AND DRAFTING**

### Section III: Response to Visual Communication

## REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## CREDITS

Excerpt from *The Little Prince* by Antoine de Saint-Exupéry, copyright 1943 and renewed 1971 by Harcourt Brace Jovanovich, Inc. Reprinted by permission of the publisher.

Laurence Acland. Photograph from *Children in Photograph, 150 Years* (Willowdale, Ontario: Firefly Books Ltd.). Reprinted by permission of Laurence Acland.



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ON THIS PAGE**

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M1

M2

M3

APPLY LABEL WITHOUT STUDENT'S NAME

ENGLISH 33: PART A

(LAST NAME)

NAME:

(FIRST NAME)

DATE OF BIRTH:

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Y

M

D

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# ENGLISH 33: PART A

## January 1992

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ENGLISH 33: PART A